

Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

Grades: 6, 7, 8

Modern World History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

CONTENT AREA

RW.6.1.

Oral Expression and Listening

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2.c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3.a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
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INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
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INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

CONTENT AREA RW.8.1. Oral Expression and Listening

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)

INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA **RW.6.3.** **Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA **RW.6.4.** **Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)
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Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)

INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
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INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
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INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
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INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
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INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.8.1.

Oral Expression and Listening

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Colorado Academic Standards (CAS)**Language Arts****Grade 6 - Adopted: 2018**

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)

INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
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INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
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CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
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INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
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INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
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INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
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INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
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INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR RW.7.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR RW.7.3.4. c.i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.7.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

EVIDENCE OUTCOMES RW.7.3.4. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS:W.7.5)

EVIDENCE OUTCOMES RW.7.3.4. g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
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INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
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INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
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INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
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INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
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INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
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INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
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INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)

INDICATOR	RW.8.3.4. b.i.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)

INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
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INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
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INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
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INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
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CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
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INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
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INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
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CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
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CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
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CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)

INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)

**CONTENT
AREA**

RW.6.3. Writing and Composition

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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**CONTENT
AREA**

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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**CONTENT
AREA**

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.8.1.****Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

**CONTENT
AREA****RW.8.1.****Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2.a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2.a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2.a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2.a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR RW.8.3.4. a.iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.8.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)

EVIDENCE OUTCOMES RW.8.3.4. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)

EVIDENCE OUTCOMES RW.8.3.4. g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.8.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD 1 Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)

INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3.a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3.a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3.a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3.a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4.a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4.a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA**

RW.7.1. Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

**CONTENT
AREA**

RW.7.1. Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

**CONTENT
AREA**

RW.7.2. Reading for All Purposes

STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:

INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
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INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
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INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS:W.7.5)

EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
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INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
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CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
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INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
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INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
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CONTENT AREA	RW.6.2.	Reading for All Purposes
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STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)

INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
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INDICATOR	RW.6.2.3. a.iii.	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
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INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
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CONTENT AREA	RW.6.2.	Reading for All Purposes
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STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

**CONTENT
AREA**

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)

**CONTENT
AREA**

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)

**CONTENT
AREA**

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA

RW.6.4. Research Inquiry and Design

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)
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Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)

INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
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CONTENT AREA	RW.7.2.	Reading for All Purposes
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STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
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INDICATOR	RW.7.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)
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INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
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CONTENT AREA	RW.7.2.	Reading for All Purposes
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STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)

INDICATOR	RW.7.2.3. b.ii.	Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b)
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CONTENT AREA	RW.7.2.	Reading for All Purposes
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STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
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INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
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INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
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INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)

INDICATOR	RW.8.2.3. b.ii.	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
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INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
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EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
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CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.6.1.	Oral Expression and Listening
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STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA	RW.6.2.	Reading for All Purposes
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STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
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CONTENT AREA	RW.7.2.	Reading for All Purposes
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STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:

INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
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INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
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CONTENT AREA	RW.7.2.	Reading for All Purposes
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STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
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CONTENT AREA	RW.7.2.	Reading for All Purposes
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STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
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INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:

INDICATOR RW.8.2.1. a.i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:

INDICATOR RW.8.2.1. b.i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR RW.8.2.1. d.i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR RW.8.2.3. a.i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
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INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
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EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
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CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.6.1.****Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

**CONTENT
AREA****RW.6.2.****Reading for All Purposes**

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
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INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
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INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
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INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
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INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
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INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
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INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)
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Colorado Academic Standards (CAS)

Language Arts

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.7.1.****Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

**CONTENT
AREA****RW.7.1.****Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
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INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
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INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
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INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
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INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA	RW.7.3.	Writing and Composition
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STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA	RW.7.4.	Research Inquiry and Design
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STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:

INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:

INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
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INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
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INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
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EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
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CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.6.1.****Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

**CONTENT
AREA****RW.6.2.****Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)

INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
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INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
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INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
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INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
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INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)

INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR RW.7.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR RW.7.3.4. a.ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR RW.7.3.4. c.i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.7.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)
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Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)

INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)

CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)

INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
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CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

CONTENT AREA	RW.7.4.	Research Inquiry and Design
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STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.8.1.	Oral Expression and Listening
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STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR RW.6.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR RW.6.3.4. a.iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)

INDICATOR RW.6.3.4. a.v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR RW.6.3.4. b.i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
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INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2.a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2.a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2.a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2.a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2.a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2.a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2.a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2.a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2.a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
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INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2.a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2.a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2.a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2.a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
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INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
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INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
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INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
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INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA

RW.6.3. Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)

INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)

INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)

INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA	RW.7.4.	Research Inquiry and Design
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STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.8.1.	Oral Expression and Listening
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STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE
OUTCOMES

RW.8.4.1.
b.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 15: Unit 5 Writing from Pictures, p. 139-146

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.6.1.

Oral Expression and Listening

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)

INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.7.1. Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA RW.7.1. Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.8.1.****Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

**CONTENT
AREA****RW.8.1.****Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
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INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
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INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
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INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
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INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2.a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2.a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2.a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2.a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2.a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)

INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE
OUTCOMES

RW.8.1.2.
a.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

**CONTENT
AREA**

RW.8.2.

Reading for All Purposes

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:

INDICATOR

RW.8.2.2.
a.i.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

**CONTENT
AREA**

RW.8.2.

Reading for All Purposes

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:

INDICATOR

RW.8.2.2.
b.i.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

**CONTENT
AREA**

RW.8.2.

Reading for All Purposes

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR

RW.8.2.3.
a.i.

Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)

INDICATOR

RW.8.2.3.
a.iv.

Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)

**CONTENT
AREA**

RW.8.2.

Reading for All Purposes

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
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INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
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INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
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INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
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INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
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INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
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EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
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CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
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EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Colorado Academic Standards (CAS)**Language Arts****Grade 6 - Adopted: 2018****CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.6.1.****Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

**CONTENT
AREA****RW.6.2.****Reading for All Purposes**

STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

INDICATOR	RW.7.4.1.c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.8.1. Oral Expression and Listening

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1.a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1.a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1.a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)

INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
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CONTENT AREA	RW.8.2.	Reading for All Purposes
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STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
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CONTENT AREA	RW.8.2.	Reading for All Purposes
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STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
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CONTENT AREA	RW.8.2.	Reading for All Purposes
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STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
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INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR RW.6.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR RW.6.3.4. a.iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)

INDICATOR RW.6.3.4. a.v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)

INDICATOR RW.6.3.4. b.i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
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INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
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EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
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CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA

RW.6.1.

Oral Expression and Listening

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)

INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
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EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
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CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1.c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1.a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1.a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1.a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS:W.7.5)

EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
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CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

CONTENT AREA **RW.8.3.** **Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR RW.8.3.3.
a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR RW.8.3.4.
a.ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b)

INDICATOR RW.8.3.4.
a.iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

CONTENT AREA

RW.8.4.

Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.6.1. Oral Expression and Listening**

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA **RW.6.2. Reading for All Purposes**

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)

INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.7.1.** **Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1.** **Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA **RW.7.2.** **Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA	RW.7.3.	Writing and Composition
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STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA	RW.7.4.	Research Inquiry and Design
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STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3.c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2.a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2.a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2.a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2.a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3.a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 21: Unit 7 Inventive Writing, p. 203-212

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR RW.6.3.4. c.i. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

EVIDENCE OUTCOMES RW.6.3.4. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

EVIDENCE OUTCOMES RW.6.3.4. g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.4.1. b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 22: Unit 7 Inventive Writing, p. 213-220

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
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CONTENT AREA **RW.6.3.** **Writing and Composition**

STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)

INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
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INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
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INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
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INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
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INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
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CONTENT AREA **RW.6.3.** **Writing and Composition**

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.6.3.** **Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA	RW.6.4.	Research Inquiry and Design
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STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.7.1. Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
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CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
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INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
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INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
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INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
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INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
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INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR RW.7.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR RW.7.3.4. a.ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR RW.7.3.4. c.i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.7.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

**CONTENT
AREA**

RW.8.3. Writing and Composition

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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**CONTENT
AREA**

RW.8.3. Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
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INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
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**CONTENT
AREA**

RW.8.3. Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 23: Unit 7 Inventive Writing, p. 221-228

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)

INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

**CONTENT
AREA**

RW.7.3. Writing and Composition

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

**CONTENT
AREA**

RW.7.3. Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

**CONTENT
AREA**

RW.7.3. Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR RW.6.3.4. c.i. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

EVIDENCE OUTCOMES RW.6.3.4. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

EVIDENCE OUTCOMES RW.6.3.4. g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.4.1. b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD 1 Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.8.1.

Oral Expression and Listening

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA

RW.8.1.

Oral Expression and Listening

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 25: Unit 8 Formal Essay Models, p. 239-248

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)

INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
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INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
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INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
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INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
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INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
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EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA	RW.6.4.	Research Inquiry and Design
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STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR RW.7.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR RW.7.3.4. a.ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR RW.7.3.4. c.i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA **RW.7.3.** **Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.7.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

CONTENT AREA

RW.8.4.

Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 26: Unit 8 Formal Essay Models, p. 249-260

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR RW.6.3.4. c.i. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.3.4. d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

EVIDENCE OUTCOMES RW.6.3.4. e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

EVIDENCE OUTCOMES RW.6.3.4. g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.6.4.1. a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)

EVIDENCE OUTCOMES RW.6.4.1. b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

**CONTENT
AREA****RW.7.1.****Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

**CONTENT
AREA****RW.7.1.****Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
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EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

**CONTENT
AREA****RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

**CONTENT
AREA****RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
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INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
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INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
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INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
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INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
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INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
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INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
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EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
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CONTENT AREA **RW.6.3. Writing and Composition**

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
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CONTENT AREA **RW.6.4. Research Inquiry and Design**

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)

INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
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CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS:W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)

INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-280

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)

INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)

INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
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CONTENT AREA	RW.6.3.	Writing and Composition
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STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
INDICATOR	RW.6.3.4. c.ii.	Maintain consistency in style and tone. (CCSS: L.6.3b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA

RW.7.1.

Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
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EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
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EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
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CONTENT AREA **RW.7.4. Research Inquiry and Design**

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
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STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA **RW.8.1. Oral Expression and Listening**

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

CONTENT AREA **RW.8.2. Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)

INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
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EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
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CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
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EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)
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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

Colorado Academic Standards (CAS)

Language Arts

Grade 6 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.6.1. Oral Expression and Listening

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

CONTENT AREA

RW.6.2. Reading for All Purposes

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)

INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 7 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA **RW.7.1. Oral Expression and Listening**

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA **RW.7.2. Reading for All Purposes**

STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)

INDICATOR RW.7.3.2. a.ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR RW.7.3.3. a.vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR RW.7.3.4. a.ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

CONTENT AREA **RW.7.3. Writing and Composition**

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 8 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:

INDICATOR RW.8.2.1. b.i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR RW.8.2.1. d.i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR RW.8.2.3. a.i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)

INDICATOR RW.8.2.3. a.iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)

CONTENT AREA **RW.8.2.** **Reading for All Purposes**

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONTENT AREA **RW.8.3. Writing and Composition**

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

CONTENT AREA **RW.8.4. Research Inquiry and Design**

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)